School Counseling Program Assessment

Worksheet for the ASCA fifth edition benchmarks · page 1 of 3: blank

25 benchmarks from ASCA's fifth edition form · tick Yes only with evidence · a blank box needs a comment

School	School year	Date	Who took part	Yes count

DELIVER

#	Benchmark (shortened from ASCA's form)	Yes	Not yet	Evidence: where is it? (or what is missing)
Direct student services				
D1	Instruction in classroom, large group, small group and/or individual settings, and outlined using lesson plans	☐	☐	
D2	Appraisal and advisement in classrooms, large groups, small groups and/or with individual students	☐	☐	
D3	Small groups for short-term help with life-readiness and academic success, and outlined using small-group plans	☐	☐	
D4	Individual counseling for short-term help with life-readiness and academic success	☐	☐	
Indirect student services				
D5	Referrals are provided to students and families	☐	☐	
D6	Consultation occurs between the school counselor(s) and education partners	☐	☐	
D7	Collaborations support identified goals for student success and are on weekly calendars	☐	☐	

MANAGE

#	Benchmark (shortened from ASCA's form)	Yes	Not yet	Evidence: where is it? (or what is missing)
Plan how each and every student will learn strategies and skills				
M1	The ASCA Student Standards delivery plan names the standards delivered in Tier 1 and 2	☐	☐	
M2	Lesson plans completed: behavior standards, plus access, life-readiness and contributing factors results	☐	☐	
M3	Small-group plans completed: Tier 2 behavior standards, plus access, life-readiness and achievement results	☐	☐	
M4	ASCA Student Standards provide focus for individual sessions with students	☐	☐	
Identify and address achievement gaps				
M5	School counseling data priorities align with the school improvement plan	☐	☐	
M6	Achievement gap plan(s) address students not reaching achievement goals or benchmarks	☐	☐	
Plan and monitor time				
M7	Weekly calendars used to prioritize, plan and publicize day-to-day work	☐	☐	
M8	Annual calendar of major activities publicized to students, families and education partners	☐	☐	
M9	Use of time monitored at least twice a year	☐	☐	
M10	At least 80% direct and indirect student services, 20% or less planning and school support	☐	☐	
Educate about and advocate for the program				
M11	Annual administrator conference held: impact, organization, goals, plans and use of time	☐	☐	
M12	Fall and spring advisory council meetings educate about and advocate for the program	☐	☐	
M13	Program information to students and families; impact shared with decision-makers and partners	☐	☐	

ASSESS

#	Benchmark (shortened from ASCA's form)	Yes	Not yet	Evidence: where is it? (or what is missing)
A1	Achievement Gap, Lesson Plan and Small Group data reports completed	☐	☐	
A2	Achievement Gap, Lesson Plan and Small Group data reports shared with education partners	☐	☐	
A3	School Counseling Program Assessment completed	☐	☐	
A4	ASCA School Counselor Professional Standards & Competencies assessment completed	☐	☐	
A5	School Counseling Performance Appraisal conducted annually	☐	☐	

School Counseling Program Assessment

Filled example (fictional school) · page 2 of 3: Maple Hollow Elementary, June 2028

25 benchmarks from ASCA's fifth edition form · tick Yes only with evidence · a blank box needs a comment

School	School year	Date	Who took part	Yes count
Maple Hollow Elementary	2027-2028	Thu, June 8, 2028	J. Rivera (counselor)	19 of 25

DELIVER

#	Benchmark (shortened from ASCA's form)	Yes	Not yet	Evidence: where is it? (or what is missing)
Direct student services				
D1	Instruction in classroom, large group, small group and/or individual settings, and outlined using lesson plans	☑	☐	Lesson plans for all grades in shared drive; on weekly calendars
D2	Appraisal and advisement in classrooms, large groups, small groups and/or with individual students	☑	☐	Grade 5 interest inventory and middle school planning, spring
D3	Small groups for short-term help with life-readiness and academic success, and outlined using small-group plans	☑	☐	4 groups each semester, each outlined on a small-group plan
D4	Individual counseling for short-term help with life-readiness and academic success	☑	☐	Short-term only; ongoing needs referred out (referral log)
Indirect student services				
D5	Referrals are provided to students and families	☑	☐	Referral log and family resource center list, updated Jan 2028
D6	Consultation occurs between the school counselor(s) and education partners	☑	☐	Teacher and family consultation coded on both use-of-time weeks
D7	Collaborations support identified goals for student success and are on weekly calendars	☐	☑	K and 1 attendance meetings held monthly, not on weekly calendar

MANAGE

#	Benchmark (shortened from ASCA's form)	Yes	Not yet	Evidence: where is it? (or what is missing)
Plan how each and every student will learn strategies and skills				
M1	The ASCA Student Standards delivery plan names the standards delivered in Tier 1 and 2	☑	☐	2027-28 delivery plan, a standard for every lesson and session
M2	Lesson plans completed: behavior standards, plus access, life-readiness and contributing factors results	☑	☐	Lesson plans list one standard and report all three result types
M3	Small-group plans completed: Tier 2 behavior standards, plus access, life-readiness and achievement results	☐	☑	2 of 4 spring group plans had no achievement measure
M4	ASCA Student Standards provide focus for individual sessions with students	☐	☑	Individual session notes do not name a standard
Identify and address achievement gaps				
M5	School counseling data priorities align with the school improvement plan	☑	☐	Data priorities, Aug 2027: attendance K-1 and math 3-5
M6	Achievement gap plan(s) address students not reaching achievement goals or benchmarks	☑	☐	K and 1 chronic absence gap plan and data report
Plan and monitor time				
M7	Weekly calendars used to prioritize, plan and publicize day-to-day work	☑	☐	Weekly calendar shared with A. Brooks every Monday
M8	Annual calendar of major activities publicized to students, families and education partners	☐	☑	Made in August, shared with staff only
M9	Use of time monitored at least twice a year	☑	☐	Oct 4 to 8, 2027 and Feb 7 to 11, 2028 (fifth edition calculator)
M10	At least 80% direct and indirect student services, 20% or less planning and school support	☐	☑	Two-week average 76.1% (59.0 direct, 17.1 indirect)
Educate about and advocate for the program				
M11	Annual administrator conference held: impact, organization, goals, plans and use of time	☑	☐	Held and signed Aug 26, 2027 with A. Brooks
M12	Fall and spring advisory council meetings educate about and advocate for the program	☑	☐	Oct 19, 2027 and May 9, 2028, ASCA agenda and minutes templates
M13	Program information to students and families; impact shared with decision-makers and partners	☑	☐	Monthly family newsletter; results summary to principal and district

ASSESS

#	Benchmark (shortened from ASCA's form)	Yes	Not yet	Evidence: where is it? (or what is missing)
A1	Achievement Gap, Lesson Plan and Small Group data reports completed	☑	☐	Gap, lesson and small-group data reports done, May 2028
A2	Achievement Gap, Lesson Plan and Small Group data reports shared with education partners	☑	☐	All three data reports presented at the May 9 council
A3	School Counseling Program Assessment completed	☑	☐	Completed June 8, 2028 by J. Rivera; shared with A. Brooks June 9
A4	ASCA School Counselor Professional Standards & Competencies assessment completed	☑	☐	Self-assessment Aug 2027; two PD goals set
A5	School Counseling Performance Appraisal conducted annually	☐	☑	District uses the teacher evaluation form for counselors

Program Assessment Action Plan

Turn every not yet into an action · page 3 of 3: action plan and annual cycle

ASCA publishes no score or threshold · count Yes answers for tracking only, and plan from the blank boxes

1. Action plan for not yet items

#	Action	Owner	By when	Evidence it is done	RAMP sec.	Done
						☐
						☐
						☐
						☐
						☐
						☐
						☐
						☐
						☐
						☐

2. Annual cycle (Phase 4 of ASCA's Phased Implementation Plan: update, then complete annually)

Tick when this year's version is done. Phase 1 also asks for the program assessment, the competencies checklist and use of time.

- ☐ Update the program assessment
- ☐ Update small group plans
- ☐ School counseling data priorities
- ☐ Use-of-time 5-day calculator
- ☐ Weekly calendars
- ☐ Lesson plan library
- ☐ Small group data report(s)
- ☐ Update lesson plans
- ☐ Update the annual calendar
- ☐ Achievement gap plan(s) and data report
- ☐ Annual administrator conference
- ☐ School counseling advisory council
- ☐ Lesson plan data report(s)

3. Where the results were shared

Where	Suggested focus	Date	Feedback or decision
Annual administrator conference	Not yet items that need a decision		
Fall advisory council	Summary of the review (B-PA 7d)		
Spring advisory council	Progress on the action plan		
Professional development plan	Skill gaps behind not yet items		
Staff or family update	What changed for students		

4. Midyear recheck (date: _____) · which actions are done, which need help

L&T

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